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ABSTRACT

The scope of this bibliography includes almost all areas of childern's and adolescents' literature, including reading interests and pedagogical techniques for teaching literature. It does not include children's materials relating to specific subject areas (e.g., science or mathematics), nor does it contain studies dealing with reading instruction or textbooks and anthologies per se. Also excluded are dissertations which deal with young adult readers above the senior level of high school. Comprehensive coverage of dissertations written about authors or illustrators has not been attempted in this bibliography. An effort has been made to include dissertations of this nature only when they represent those authors and illustrators who would seem to be of general interest to readers but who have not received extensive research attention. Under this restriction, such popular authors as Dickens, Twain, Hemingway, etc. have been excluded. It is believed that this bibliography represents one of the first efforts to compile a comprehensive bibliography of dissertations relating to the areas of children's and adolescents' literature. (Author/NH)

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A WORKING BIBLIOGRAPHY OF AMERICAN DOCTORAL DISSERTATIONS IN CHILDREN'S AND ADOLESCENTS' LITERATURE, 1930-1971

by
W. Bernard Lukenbill

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INTRODUCTION

Doctoral dissertations devoted to research topics in children's and adolescents' literature are diversified and surprisingly numerous. Yet this type of research remains elusive. This paper is not a critical review of dissertations written in this country on the subject of children's and adolescents' literature; rather, it attempts to identify these studies and to briefly comment on them. The writer hopes this compilation and systemization will encourage others to review and publish critical evaluations of these dissertations; such dissemination of the content of these studies is sorely needed in the field of children's and adolescents' literature today.

The scope of this bibliography includes almost all areas of children's and adolescents' literature, including reading interests and pedagogical techniques for teaching literature. It does not include children's materials relating to specific subjects areas (e.g., science or mathematics), nor does it contain studies dealing with reading instruction or textbooks and anthologies *per se*. Also excluded are dissertations which deal with young adult readers above the senior level of high school.

Comprehensive coverage of dissertations written about authors or illustrators has not been attempted in this bibliography. An effort has been made to include dissertations of this nature only when they represent those authors and illustrators who would seem to be of general interest to readers but who have not received extensive research attention. Under this restriction, such popular authors as Dickens, Twain, Hemingway, etc. have been excluded.

The bibliographical essay is divided into distinct divisions based on subject areas within the areas of children's and adolescents' literature. These divisions are: the reader and his environment, the study and teaching of children's and adolescents' literature, types of literature, history and criticism, tools and techniques, and miscellaneous. Following this essay is a bibliography of unpublished dissertations. At the beginning of each topic category the reader will find, in most cases, a chronological listing of dissertations to be discussed. Following this listing, the dissertations are briefly described. Some of the dissertations which bear the most recent dates (e.g., 1969, 1970, 1971) are not discussed because they were added after the basic text was submitted for publication. These dissertations

were drawn exclusively from Dissertation Abstracts International, volume 31, no. 7 through volume 32, no. 6. Should exact reference need to be made to the dissertation's title, the reader need only refer to the alphabetical listing in the bibliography. An author index is also provided.

Several bibliographical sources were used in the compiling of this working bibliography. These sources include: American Dissertations on Drama and the Theatre (1960), by Fredrick M. Litto; A Bibliography of American Doctoral Dissertations in Character and Religious Education (1962), by Lawrence Little; Bibliography of Doctoral Dissertations in Television and Radio (1962), by Kenneth Sparke; Bibliography of Research Studies in Education, 1929-1940; Dissertation Abstracts International, Abstracts of Dissertations and Monographs in Microfilm, vol. 1 (1938)-vol. 31, no. 6 (1970); Dissertations in American Literature, 1891-1955, with Supplement, 1951-1961 (1962), by James Woodress; Dissertations in English and American Literature, 1865-1964 (1968), and Supplement, 1964-1968 (1969), by Lawrence F. McNamee; Dissertations in Library Science, 1951-1966 (n.d.), compiled by University Microfilms; Library Science Dissertations, 1925-1960 (1963), by Marshall N. Cohen, et al.; Research in Education, Magnetic Tape Service (1967-1969); Research Studies in Education...(1941-1968).

Although most of these sources were carefully searched manually, omissions undoubtedly do occur. The bibliographic control of dissertations has not developed systematically in the U.S. For this reason, the researcher who wishes to review the more or less complete record of dissertation research in a given field must wade through a maze of bibliographic sources, and will certainly omit pertinent titles in the search.

Dissertation Abstracts International, which is one of the most comprehensive bibliographic sources for dissertations, dates only from 1938 and has never been able to include the total dissertation output of all American and Canadian universities. The key word approach employed by the DATRIX computer service of Dissertation Abstracts International (recently discontinued), did not seem appropriate to the aims of this paper and was not utilized in the search.

On the other hand, a computer search was used to obtain titles contained on RESEARCH IN EDUCATION (RIE) magnetic tapes. Although here again, limitations do exist. Not all of the documents indexed by RIE were available on tapes held where the research for this paper was done, and no search was made at RIE central office.

Although the writer would have preferred to base his descriptive comments relating to the dissertations on personal examination of the actual studies, this was not always possible. In fact, the prohibitive financial cost of acquiring microfilm copies of many dissertations which were cited forced him to base most of his annotations on abstracts of the studies in questions, rather than on examination of the actual studies themselves. To overcome this limitation, the writer has made an attempt to identify and personally review any publication of a dissertation which might have been printed in monograph or periodical form.

Despite its shortcomings, the writer believes that this bibliography represents one of the first efforts to compile a comprehensive bibliography of dissertations relating to the areas of children's and adolescents' literature.

THE READER AND HIS ENVIRONMENT

CHILDREN'S AND ADOLESCENTS' READING INTERESTS

Authors who have written dissertations in the general area of children's and adolescents' reading interests include *Zeller (1941), Rankin (1944), Wollner (1948), McCarty (1949), *Misuta (1961), Mott (1970) and Favat (1971).

Rankin sought "to determine the features of a fiction book which cause it to be selected for reading rather than to report the reaction of children to books after having read them." She found that in fiction the plot is the most important element, even though fashions in popular themes change from time to time. Wollner's study was aimed primarily at demonstrating the limitations of too rigid an application of general reading interest designations to children. She concluded that the voluntary reading of individuals is "complex, dynamic and unique" and "correlations obtained...between measures of voluntary reading and factors thought to be associated with it are too low to permit safe generalizations."

McCarty's study investigated the reading interests of Florida secondary school students in grades 7-12. These students showed interest in adventure stories and general fiction, and only slight interest in Newbery Award books.

Reading interests of children in specific elementary grades or at specific age levels were investigated by Thompson (1956), Wolfson (1957), Daigon (1963), Butler (1964), Peltola (1965), A. Miller (1966), Steiert (1966), Geeslin (1967), Roderick (1967), Hershberger (1968), Kiser (1968), *Rowe (1968), Lewis (1970) and McKay (1971). Thompson and A. Miller studied the voluntary reading interests of students in grades 4, 5 and 6 in the Houston, Texas area. Thompson, in studying 5,501 children, discovered that interest in reading was high in all three grades. These children were familiar with a wide variety of printed material, and they read both for enjoyment and information. Newspapers were read daily by a majority of the children, while comic books were popular with both boys and girls. Again, story content was the most important characteristic. The study concluded that in selecting reading material, children's indiscriminate selection of titles was due to a lack of guidance on the part of adults.

A. Miller requested 3,212 children in the Lamar, Texas area to answer a questionnaire of forty items designed to ascertain reading interest. He found that a majority of children indicated a fondness for reading and their reading seemed to be greatly influenced by movies and television. Comic strips and comic books were still popular with these children, but not to the extent of former years. He also found that the children in his study group tended to select books that were recognized as "classics" for their reading purposes.

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* The asterisk (*) indicates that the complete dissertation, condensation or abstract was not available for study by the writer; therefore, annotation and/or review of the study will not be provided in the paper. For a complete bibliographical citation, the reader is referred to the bibliography of unpublished dissertations at the end of this paper.

Wolfson's study attempted to determine the association between responses on a reading interest inventory and certain variables (sex, grade, reading achievement, parents' occupations, parents' education, number of books in the home, number of children in the family, and scores on group intelligence tests in grades 3 and 6). Reading inventories were answered by both the children and their parents. She concluded from the results that home factors and reading interest do have some association; that sex and reading interest also have an association in all categories except social studies; that children tend to have different interests at different grade levels; but that statistically an association between reading interest and intelligence quotient could not be established.

Butler reported on the reading interests of second grade children in selected schools in Colorado. She concluded that sex is a differentiating factor in reading preferences but that intellectual ability, socioeconomic environment and reading competence do have some influence over reading preferences. Fantasy was the overall favorite for this age, replacing personified animals as younger children's first choice. Science and nature were the least preferred areas for reading; and the influence of television and other recreational media seemed to be that of contributing to the broadening of children's reading interests.

In investigating the reading interests of 3,100 fourth and sixth grade children, Peltola found that there was a great deal of individuality in the recreational reading of these children. Boys tended to prefer books which had main characters of their own sex. Boys also preferred animals as main characters as their second most frequent choice. Women were least often preferred as main characters. Some books were preferred by both boys and girls while others were enjoyed by one sex exclusively.

In order to determine the major themes in novels selected as recreational reading by seventh grade boys and girls, Diagon studied 120 students selected by stratified random sample from a seventh grade class. He discovered that girls showed more interest in the novel than did boys; girls also preferred themes of an introspective nature while boys tended to prefer reading about violent physical action. The study also indicated that the girls had a higher degree of reading comprehension than did the boys.

Steiert's study centered around the process of designing an inventory to investigate recreational reading interests of children in grades 5 and 6. By using the responses of 285 children, she developed an Annotated Title Inventory (ATI) which consisted of reading interest categories and corresponding annotated titles. After pre-testing and revising her ATI form, the author administered the test to 450 subjects in two schools in Fairfax County, Virginia. She found that girls read more books than boys, but comic books were not mentioned by the subjects. Boys preferred nonfiction to fiction, while girls preferred fiction to nonfiction. A contemporary title based on a current television program included in the inventory was the most popular nonfiction title for both boys and girls.

Geeslin's investigation concerned the effects of age on reading interests. The investigator used experimental groups--one of eight year olds and one of twelve year olds. Both groups had a reading age of ten. The investigator

showed each child pairs of books: one book of each pair had been selected by his chronological-age peer group, the other by his reading-age peer group. The subjects were asked to select from each pair the book which they would like to read. The study found that boys were not influenced by reading age or chronological age in their preferences; girls, however, seemed to form a pattern: "Girls in classes with chronological age mates made more choices for books preferred by chronological age mates while girls in classrooms with younger children than themselves did not make a significantly greater number of choices in accordance with chronological age."

Roderick attempted to discover whether creative children differ from less creative children in reading preferences and if their preferences agree or disagree with selected authorities' opinions regarding their preferences. The subjects were 100 sixth graders whose scores on the Minnesota Tests of Creative Thinking were available for comparison. The major conclusions indicated that the high and middle creative children liked and read more books than the less creative. Differences in preferences for types of literature appear to be related to sex but not to creativity. The more creative children tend to differ somewhat from less creative ones in their reasons for liking or disliking books. But children's reasons for liking or disliking a book are not always the ones adults predict.

Hershberger investigated the reading interests of children in grades 1 to 6, hoping to develop a core reading list of books suitable for individualized reading programs at each grade level. Her study indicated a "marked consistency in the demonstrated interests of students at various grade levels." The investigator concluded that core libraries for each grade, based on interest and self-selection, can be used to advantage in individualized reading programs.

Kiser's study was directed toward measuring the effectiveness of four selective indicators of reading interests of elementary school students in three grades. These indicators were the "San Diego County Inventory of Reading Attitude," standardized verbal achievement test scores, peer ratings and teacher ratings. It was concluded that "grade levels and sex operate to destroy the overall validity of most indicators."

Kealy (1930), *McNamara (1955), *Roster (1955), *Stanchfield (1960), Simmons (1967), Zais (1968) and Barchas (1971) produced studies dealing with specialized aspects of reading interests. McNamara studied the play and reading interests of Catholic primary grade children; Roster investigated the reading interests of upper, middle and lower socioeconomic class groups; and Stanchfield studied the reading interests of boys in relation to reading achievement.

Kealy inquired into children's reading interests in spiritual reading (with the aim of formulating a list of books suitable for use in Catholic schools). She discovered that spiritual books require the same qualities as other books if children are to find them appealing.

Simmons investigated the influence of social status and race on the reading interests of sixth grade students by examining differences among reading

interests of middle- and lower-class Caucasian and Black children in Leon County, Florida. She concluded that: "Among the middle- and lower-class white and Negro children there were significant differences related to race and social class [but] in spite of the differences revealed, the groups were more alike than different in their choices of reading content."

Zais attempted to measure the degree of sophistication of reading interests shown by high school students and to determine the influence that personality, sex, age, intelligence and reading achievement have on this sophistication. He concluded that, in combination, sex, age, intelligence and reading achievement had some relationship to reading sophistication; and that sex, intelligence and reading achievement, when considered singly, were significantly related. But, he also concluded: "The correlation of a single factor or combination of factors with the sophistication of reading interest was not high enough . . . to be used in predicting the level of reading sophistication."

THE CHILD AND HIS READING ENVIRONMENT

Dissertations by Lorang (1945), Mitchell (1949), *Michael (1952), Jefferson (1956), *Ruby (1956), *Grams (1962), Burgdorf (1966), Hansen (1967) and Weaver (1970), have contributed to the body of research dealing with the child and various aspects of his reading environment. Lorang's study attempted to ascertain the emotional and moral effect of reading on adolescents. Her conclusions suggested that reading is most influential on juvenile attitudes and emotions.

Mitchell's thesis was designed to show that the child who reads extensively is the kind of child who is accepted socially by his or her peer group. She concluded from evidence revealed in her study that extensive reading is a significant factor in the child's social acceptability.

According to findings in Jefferson's study, parents tend to estimate the reading preferences of their children very accurately. Parents also seem to be especially sensitive to their children's reading dislikes.

Controlled and uncontrolled groups of fourth, fifth and sixth graders were used in Burgdorf's study to investigate the ability of children to draw inferences from children's literature and to measure significance of certain factors thought to be necessary to that skill. The investigator found that drawing inferences from literary selections was significantly higher when stories were read to a class than when children read the stories themselves. From a statistical standpoint, reading selections aloud for the purpose of helping students draw inferences from the selections overcame such student handicaps as reading difficulties and low socioeconomic membership.

Hansen sought to establish a relationship between the home environment and independent reading of fourth grade children from a series of interviews conducted in the homes of the subjects together with an attitude scale on independent reading given to these children. He concluded that generally the relationship between home literary background and the individual child's commitment to independent reading was significant.

THE ADOLESCENT AND HIS READING ENVIRONMENT

The literary or reading environment of the adolescent has received the attention of such investigators as *Meckel (1946), *Handlan (1946), Henne (1949), Loban (1949), Foreman (1952), Alm (1956), *Squire (1956), Tatara (1962), Crocker (1967) and Evans (1968).

Several investigators have shown interest in the response of adolescents to situations in fictional reading materials as well as the level of literary appreciation displayed by adolescents. Loban found that students do respond to literary selection according to their personal levels of sensitivity. He noted also that boys generally show less sensitivity than girls and that low socioeconomic status is less conducive to a development of sensitivity than other socioeconomic classes. The most popular students also tend to respond more sensitively to literary selections.

A series of interviews with junior high school students about their reactions to certain literary selections they had read was conducted by Foreman in his attempt to develop an instrument capable of determining the extent to which students gain an understanding of stories they read. A test was developed from these interviews and administered to a sample of students in Illinois. The author concluded that "evidence of the differences among children in their responses to prose fiction can be obtained by use of [his] Selections from Stories test."

Evans, in his study of literary appreciation involving prose quality and emotional responses of high school students, found that students who reported greater emotional involvement in reading selection displayed on the whole greater interest in reading, together with broader range of reading interests; however, no significant relationship was discovered between the ability of students to judge the quality of prose and the intensity of emotional responses. The investigator concluded that judgment of quality might be an independent skill apart from emotion, or it might even be a product of maturity.

Alm investigated the beliefs, ideas and values found in novels to which adolescents are exposed, with the assumption that these ideas may offer clues for the adolescents' own behavior, attitudes and judgments. He analyzed the content of novels by twenty authors (ten recommended and ten not recommended) and concluded that both groups contained both false and valid assumptions, but that recommended novels reflected a much truer picture of human experience than did the nonrecommended novels.

Tatara sought to ascertain the effect of a supplementary reading program of selected fiction about the scientist on the ideas about scientists expressed by certain groups of high school seniors. Using both an experimental and control group, he concluded that the experimental group, which had been exposed to four novels which presented the scientist in a positive mode, had a statistically higher regard for scientists than did the control group which had not been exposed to the selected novels.

Crocker studied the leisure reading of high school students in Newfoundland, considering such factors as library facilities in schools together with home backgrounds as related to reading. He found that schools in Newfoundland

are handicapped by inadequate library facilities and services; that the course of study in literature designed to promote reading appreciation has had little influence on reading appreciation; and that it is essentially the home environment which is the most influential in establishing habits of good reading and appreciation. Henne also considered some of these same conditions in her study. She concluded, in addition, that each individual has a unique reading pattern; that boys' and girls' reading interests cannot be differentiated in terms of sex; that most studies of reading interests have little reliability; and that the high school libraries are a major source of library materials but are insufficient for the needs and purposes of young people. She recommended further that research is needed into the content of books and that future research be devoted to the relationship of books and audiovisual material in the communication process.

MINORITY GROUPS

Studies by *Carlsen (1949), F. Fisher (1965), Gast (1965), Böger (1966), Tauran (1967), Hayes (1969), Carlson (1969), Bingham (1970), Napier (1970), Small (1970), Booth (1971), W. Fisher (1971) and Ziegler (1971) have been devoted to the treatment of minority groups in children's fiction.

Comparing 545 books published by three major publishers of children's trade books, Carlson found that Negro characters were present more in children's books published during the period of 1929-1938 than during the years 1959-1968. But in the earlier time period, the Negro tended to be stereotyped, whereas, in the latter period, the Negro was portrayed as an individual with less stereotyping than formerly.

Böger analyzed and compared the treatment given Japan and the Negro in a selection of fiction titles and "easy books" appearing in the Children's Catalog from 1941-1965 for grades k-5. The thought unit or clause served as the qualitative content analysis. He concluded that "books on Japan contain a distribution of thought units in the ethical and synoptic categories which [was] proportionately greater than that of books on the Negro."

The place of the Negro in picture books published between 1930-1968 was the topic of Bingham's study. She found that a variety of interactions of Negro and Caucasian characters was present through all periods under study, but that the level of this integration had definitely increased during the 1965-1968 period.

The Negro was also the subject of Hayes' investigation. She attempted to determine if reading literary works would modify certain attitudes toward Negroes held by secondary students from a white, urban environment. She found that the exposure did have an effect in improving the subjects' overall attitude toward the Negro; however, when tested eight months later, the same group displayed some evidence of attitude regression.

Intending to show that reading material can change children's attitudes, F. Fisher tested the reactions of three treatment groups of fifth grade students toward the American Indian. On examination, those groups which had children's literature presented to them in which the Indian was favorably presented reacted more favorably toward the Indian than did the control group which received no exposure to the literature selections. On the other hand,

the portrayal of the North American Indian as a character was investigated by Napier. Studying twenty highly selective and recommended children's books, she concluded that the American Indian was basically well portrayed by juvenile writers. She did note, however, that in her sample, the American Indian was "seldom portrayed in contemporary circumstances."

In a study similar to that of F. Fisher, Tauran focused on the attitudinal change toward Eskimos displayed by third grade children. Positive and negative stories and articles about Eskimos were given to the various treatment groups. From this empirical approach, the author concluded that "racial ideas can be influenced in the positive or negative direction depending upon the kind of reading presented." However, it was pointed out that children's racial ideas are much less rigid than those of adults.

According to Gast's study, stereotypes of racial groups do still exist in contemporary children's fiction, but they are stereotypes which depict middle-class American values and which avoid non-complimentary stereotyping characteristics. Minority Americans are seen as more like majority Americans than different from them.

SOCIAL VALUES, ATTITUDES AND RELATIONSHIPS

Several studies have centered around various sociological topics. Among these studies have been *McCoy (1939), *Hemingway (1950), Bryson (1953), *R. Green (1959), *Beal (1963), Homze (1963), Chambers (1965), Winsor (1965), Elkins (1967), Lewis (1967), Peterson (1969), Seltzer (1969), Hoff (1970), Bauer (1971), Carmichael (1971), Haas (1971) and Lancaster (1971).

Bryson's dissertation presented a narrative account of the rise of racial problems in the United States. He also pointed out how the English teacher and the English curriculum could promote interracial understanding.

Homze, in studying interpersonal relationships in children's literature published between 1920 and 1960, discovered, among other things, that adult characters were portrayed as less critical and less authoritarian in their actions toward children than child characters were toward adult personalities. Her study also indicated that the books portrayed a predominately white, middle-class, national social structure.

Social values appearing in literature for children aged five to nine was the topic of Chambers' study. Studying children's books of three publishers during 1963-64, he found that certain pre-identified social values were "presented in a uniformly weak manner."

The "self-other concept" in children's books was investigated by Winsor. After having defined the "self-other concept" as the ability to interrelate with others, the author studied books for intermediate grades, randomly selecting books published between 1941 and 1961 from the Children's Catalog. He concluded that in many but not all respects, books in the sample did meet the study's criteria for "self-other concept."

Award books and their social and ethnic attributes was the subject of Elkins' study. Investigating the Newbery and Caldecott winners, she concluded that the overall treatment given minority groups had not been biased; she did

note, however, an almost total lack of attention given to Negroes as subjects in these winning books.

Lewis developed her study around the effects of reading and discussion of selected social values on sixth grade students. Two hundred sixteen students were divided into four test groups. At the end of the six-week test period in which the four groups had been exposed to various types of reading and discussion techniques, the author found that the group which had been exposed to reading with discussion techniques about social values displayed an increase in "nurturance" and a decline in aggression. The groups which had received no reading and/or discussion guidance concerning the selected social values did not show as marked a change in behavior. Reading alone was not enough to decrease aggressiveness and selfishness in children. Children were shown to need the interaction of discussion for personal expression and interchange to positively modify behavior.

Sixth grade students from a white middle-class neighborhood were the subjects for Peterson's study which investigated the attitudes of these children toward literary characters who spoke regional dialects of American English. Her control group read selections from three well-known children's books in which the original regional dialect had been substituted with "school reader English." The experimental groups read the same books with the original regional dialects. She found that the control group had a significantly higher comprehension level and tended to react more positively to the main characters than did the experimental group.

The importance of literature at the junior high school level in promoting international understanding was studied by Hoff. Through a series of literature searches, questionnaires and interviews involving educators in the United States and Europe, officials of UNESCO, and textbook publishers in the United States, the author concluded that the basic idea of using literature to promote international understanding was well accepted. The Danish Ministry of Education, however, conducted the only organized program of this nature.

DEVELOPMENTAL VALUES

The influence of literature on character building and developmental values was the subject of studies by *S. Ellis (1930), *Weingarten (1953), McGuire (1958) and Hayden (1969).

In examining developmental values in children's literature through an empirical study, McGuire noted that the current output of good fiction for children contained a rich store of developmental values, "but the impact of one or all of the developmental values in a book does not necessarily produce dynamic change in any one given individual." Her study did not attempt to isolate all variables which might influence cognition of developmental values on the part of children.

Problems in personal development found in Newbery Award books was the topic of Hayden's investigation. Five books were selected and analyzed in detail. From this analysis the author identified several pervasive themes germane to all the books studied and which offered the reader guidance in personal adjustment tasks.

THE STUDY AND TEACHING OF CHILDREN'S AND ADOLESCENTS' LITERATURE

LITERATURE IN ELEMENTARY LANGUAGE ARTS PROGRAMS

Dissertations involving the study of the characteristics and effectiveness of various methods of presenting children's literature to children have been carried out by Boney (1933), Eisenman (1962), *Irwin (1963), Frame (1963), Bowen (1964), D. Cohen (1966), Fodor (1966), Backous (1966), Mills (1967), L. J. Miller (1969), Bissett (1969), Pilon (1969), Bard (1970), Hill (1970), Hornburger (1970), E. Ziegler (1970) and Sirota (1971).

In 1933, Boney's study investigated the objectives of the library reading programs in primary grades, commenting on their origins and techniques as advocated by professional writings, courses of study and classroom teachers of that day. He concluded that "library reading" was in accord with educational philosophy and that a need existed for a greater variety of materials for the programs together with teachers better trained in literature guidance.

Twenty-nine years later, Eisenman's study showed that girls had a higher esteem for the values of literature than did boys. The study also showed that younger, less experienced teachers had a higher regard for the values of children's literature than did the older, more educated and more experienced teachers.

Although primarily concerned with reading instruction, Frame's study considered the availability of reading material for teachers and pupils at the primary level in areas of Kansas and Oklahoma. He found that reading teachers seemed not to regard library books as a "functional part of their reading instructional program;" however, ample amounts of books were available for use in classroom collections.

Believing that reading retardation stems from insufficient motivation and inadequate oral language, D. Cohen sought to show that exposure to literature offset these limitations for socially disadvantaged children. The investigator found that in experimental groups where selections from children's literature were read in addition to basal reading instruction, vocabulary, word knowledge and reading comprehension rose at statistically significant rates. However, no significant difference was found in word discrimination between experimental and control groups.

Bowen's study investigated the role of the classroom teacher in teaching children's literature in the elementary school. She found that children who are guided by enthusiastic and well informed teachers in the area of children's literature tend to read more material, a broader range of material and fewer nonliterary materials than do children who have equal access to the same type of material but who receive no special guidance from teachers.

Fodor, like D. Cohen, was concerned with the influence of systematic reading of stories on language development of culturally deprived children. His experimental group was subjected to both storybook reading and other methods of language learning. At the end of the three-week test period, the

experimental group had made a significant statistical improvement over the control group in receptive and expressive vocabulary.

To ascertain the ability of sixth grade students to interpret different areas of literature presented to them orally and under different time patterns, Backous developed a study involving three groups of children chosen by levels of achievement (high, middle and low). Three selections of literature were presented to these three achievement groups under varying time presentations. The results showed simply that "one time pattern cannot be declared superior to another."

In order to ascertain the effectiveness of literary models in teaching written composition to children and to investigate the relationship between written composition and such factors as age, sex and intelligence, Mills conducted an experiment involving two groups of fifth grade students. The experimental group was taught composition from models in children's literature; the control group was not. After the twenty-four week test period was concluded, it was found that "no significant difference in writing ability between the two groups" was revealed. Differences were observed, however, between composition ability and socioeconomic status, intelligence, reading, arithmetic and language attainments.

In order to obtain evidence as to the effect teacher competencies in the area of children's literature had on fostering an awareness of children's literature among their students, L. J. Miller investigated nine fifth grade teachers and seven sixth grade teachers and their 414 students in five separate elementary schools in the Midwest. His results indicated that his research instrument was not sensitive enough to identify the many variables contributing to pupil enjoyment of literature or to isolate teachers who had little or no regard for techniques of literature instruction. The study did indicate, however, that most teachers did not follow the techniques suggested by authorities in developing their literature programs.

Hoping to provide research which might aid teachers and supervisors in planning programs which would encourage students to develop habits of voluntary reading, Bissett conducted a study involving 190 children in seven classrooms in two suburban schools. He administered three types of treatments to classrooms selected at random: treatment A simulated normal classroom procedures, treatment B provided access to books but was void of any literary guidance, and treatment C stipulated that teachers devote ninety minutes of language arts instruction time to teacher and peer recommendations of titles which were easily accessible. The significant finding of the study was that the group receiving concentrated instruction and guidance read more books than either of the other groups. The group receiving conventional classroom instruction read the least number of books.

Pilon's massive dissertation was designed as a guide for the teaching of creative writing through literature study. It is basically a structured writing program based on materials and teaching techniques gleaned from professional literature and carefully selected excerpts from children's literature.

LITERATURE INSTRUCTIONAL PROGRAMS IN SECONDARY SCHOOLS

Numerous studies have been devoted to topics in the areas of teaching literature in junior and senior high schools. Among these investigators have been *McSharry (1939), *Glasgow (1943), *Roody (1943), Ehrenpreis (1946), Koob (1947), *Carlin (1953), Sherwin (1954), E. Smith (1954), Bernd (1957), Hand (1959), Moulton (1959), R. Taylor (1962), White (1964), Whitworth (1964), Rogers (1965), Conner (1966), Appleby (1967), Roberts (1967), R. Smith (1967), Glenn (1968), Doran (1968), Grindstaff (1968), Ring (1968), Telford (1968), McLeod (1969), Buttram (1970), Corrozi,(1970), Erbe (1970), Fitterer (1970), Hammack (1970), Hardwick (1970), Haught (1970), Sanders (1970), Sinhaseni (1970), Wood (1970), Woodyard (1970), Zbaracki (1970), Bennee (1971), Bostick (1971), R. Davis (1971) and Hoffman (1971).

Ehrenpreis' study was specifically concerned with the development of the "types" approach in the teaching of literature at both the college and secondary levels. His study of the secondary level includes a general survey of the field, methodologies, textbooks and representative courses of study.

Bernd's study, although similar, was concerned with an historical survey of various approaches used in teaching literature in secondary schools during the period 1900-1956 as revealed by professional writings, courses of study and textbooks. He found that the theme approach dominated literature instruction during that period. Little emphasis had been placed on approaches involving philosophical, psychological or social bases.

Moulton, Grindstaff, Ring, Rogers, Koob, Roberts, R. Smith and Telford developed studies dealing with students' interpretative responses to various selections from literature. Grindstaff investigated the responses of tenth grade students to four contemporary novels. The novels were taught to each of two experimental groups by use of either the structural analysis approach or the experiential reflective analysis approach, while the control group read the same novels but was given no formal instruction in them. The findings revealed that the control class had more reading difficulties with the novels than did the two experimental classes. The experiential reflective analysis approach displayed the least number of difficulties. Grindstaff concluded: "Thus the [interpretive] responses of the readers varied according to kind of novel read and according to kind of approach used in teaching the novel."

Rogers' study supported the general conclusion that better readers are more adept at interpreting short stories and understanding subtleties even though individual differences do exist among members of this group. However, in a related study by Ring, it was found that most high school students still need a great deal of guidance in the development of literary interpretation. Most students seem to respond egocentrically when asked to interpret literary selections.

The responses displayed by both urban and suburban high school students to original story, poetry and discussion lessons were the subjects of Telford's dissertation. He concluded that both groups responded favorably to the stories and poems as well as to the discussion and that no differences between the suburban and urban groups were noticeable. The greatest differences of preference between students were along sex lines. The investigator

concluded by saying that perhaps "a change in literature textual content may be needed in suburban as well as urban schools."

An historical and critical approach to the teaching of literature in the senior high school was taken by Moulton in her study. She reviewed selective professional publications published between 1911 and 1955 and documented the rise of progressive teaching methods, illustrating their continual conflict with the more traditional and conventional approaches.

The ability to understand allusions encountered in the required reading of junior high school students was investigated by Roberts. From empirical study, she concluded that about 50 percent of allusions encountered by the students could be correctly identified. She also found that no difference existed between boys and girls concerning this ability but that it was closely related to the students' scholastic aptitude and achievement.

R. Smith sought to determine the effects on students' attitudes and writing of reading a short story for creative purposes. Twenty twelfth grade, college-preparatory English classes were used in the study which called for the use of four different treatments. He concluded that "the kind of writing task assigned preparatory to students' reading does make a difference in their attitudes toward that story." Statistically, the noncreative variable was favored.

Using original stories, poetry and discussion lessons about contemporary young people, Telford attempted to create a "value-oriented" unit of study for use in secondary literature classes. His subjects were 303 students from one suburban and two urban high schools. After exposure to the material, an attitudinal questionnaire was administered to the subjects, which drew "favorable and preferential response" from a majority of the students involved in the study. The author also noted that no difference in responses was detected between suburban and urban students. The only differences seemed to fall along sex lines.

Doran investigated the attitudes of teachers concerning the place of contemporary novels and plays in the senior high school curriculum. Through questionnaires, he determined that 95 percent of the teachers surveyed favored the use of contemporary works; that works in use were primarily American and English; that the mass media were extensively used in the teaching of contemporary works; and that teachers used paperback books rather than text anthologies. A slight majority felt that, in spite of censorship, controversial themes and expense, they were teaching the works that should be taught.

Hand studied the use of modern novels in senior high school English classes in Michigan. He concluded that Michigan teachers were making good use of novels in their teaching and that the use of novels in classroom procedures should be increased.

In an attempt to bridge the gap between the adolescent world and the teacher of literature, Glenn devised a teaching approach which involved popular teen-age song lyrics, related literature, and explicative materials helpful in showing thematic relationships between songs and literature. His hypothesis was that students receiving this type of instruction would relate

more sensitively and receptively to literature and be able to express themselves better in a literary way than students not exposed to this approach. This hypothesis was not proven statistically; however, some individuals in the test group did seem to respond in the hypothesized manner and overall class rapport definitely improved.

Whitworth's study investigated both teaching techniques used and problems experienced by teachers of English in Indianapolis secondary schools. In the study, teachers and senior students agreed that the reading program in the secondary schools of that city was "effective in improving students' reading taste."

Individualized reading programs were the subjects of dissertations by Appleby and McLeod. McLeod sought to determine the characteristics of individualized reading programs conducted in schools in Virginia, while Appleby concentrated on the effect of individualized reading as a teaching technique. It was discovered in the McLeod study that individualized reading programs were almost nonexistent in Virginia schools. Appleby designed an experimental approach using three groups of sixty-five members each representing four levels of ability in interpreting literary materials. After a semester of exposure to various teaching techniques, it was determined that the group which had been exposed to the individualized reading technique of instruction "came to appreciate more the techniques of fiction; [had] fewer dislikes of fiction, and [found] more satisfaction in the contributions of literature [in] broadening their fields of interests."

The teaching of literature in certain representative public four-year high school districts in Iowa was studied by Conner. Through the use of questionnaires, he discovered that most English teachers used the type approach in their teaching; most of their selections chosen for presentation came from the standard classics; and they used a combination of approaches in their teaching, including the socio-psychological, didactic and emotive.

Audiovisual methods in the teaching of literature received the attention of E. Smith in his study. After reviewing published reports on the use of these methods in teaching literature and after interviewing teachers of literature in Michigan, he concluded that the audiovisual approach in literature can make a great contribution to literature instruction.

The use of television in the teaching of American literature was investigated by White. Limiting his study to a specific program conducted in the high schools of Detroit, between 1957 and 1963, he concluded that with the help of a good viewing teacher, an on-camera television teacher is able to create a course just as effective as the "best conventional English courses."

The psychological theories of Jean Piaget were used by Zbaracki to construct a curriculum for the study of narrative and dramatic literature. Basically, the curriculum was designed to reflect the growth of the child's thought processes. Concern was also shown for the socialization process which should eventually lead students to a less egocentric view of reality.

In his study Sherwin identified the social and psychological assumptions about human behavior present in literature assigned to secondary school students. He noted that numerous assumptions are encountered by students in

their reading and that certain broad underlying attitudes receive predominant emphasis.

INSTRUCTIONAL PROGRAMS IN CHILDREN'S AND ADOLESCENTS' LITERATURE IN COLLEGES AND UNIVERSITIES

Formal college and university courses in children's and adolescents' literature have been studied by several investigators, including *Crabtree (1930), *Milton (1945), Fitzgerald (1960), Buhler (1965), Lane (1966) and Ulibarri (1970).

Fitzgerald studied the effectiveness of instructional procedures in a specific course in children's literature at an unidentified institution. She found no significant statistical difference in achievement between three experimental groups taught by three different methods of instruction-lecture, discussion and independent study. Each of the three groups made significant gains in achievement of course objectives as well as gains in basic knowledge of children's books.

Buhler evaluated the graduate children's literature program at the University of Arkansas for the period 1947-1963. She asked former students to respond to a questionnaire containing nine criteria for children's literature courses reflected in professional literature. Less than 1 percent of the returns showed negative replies. Most respondents felt the course had been beneficial to them in their teaching.

Lane studied 177 recently graduated elementary school teachers to determine the relationship between English studies and preparation for teaching language arts in comparison to their first year of active teaching experience. His study revealed that the course in children's literature was an adequate base on which to build a literature program in the first year of teaching but beginning teachers did not upgrade their knowledge of children's literature, nor did they read for their own enjoyment.

TYPES OF LITERATURE

BIOGRAPHY

Several dissertations on the topic of biography were identified by this compiler, but abstracts or review copies were not readily available for study. These dissertations include those by *M. Smith (1941), *Lemen (1951), *McConnell (1952), Lodge (1953), *Duke (1954) *Merritt (1956), Taylor (1970) and Weber (1971).

Lodge sought to determine the effect that reading biography might have on the development of moral character in eighth grade adolescents. After an empirical study involving the teaching of a structured biography unit, she concluded "that the influence of biography on the value systems of these adolescents was slight." But most students interviewed in the study indicated enjoyment in reading biographies.

DRAMA

Dissertations dealing with children's drama include *Graham (1952), *Ballet (1953), Kingsley (1964), Harris (1965), Hall (1966), Kottke (1969), Radliff (1969) and Morton (1971). (See also Adams (1962) cited under "Readability Studies" in this paper.)

Kingsley critically analyzed the almost universal use of happy endings, poetic justice and simplified characterizations in American children's drama. He discovered that "in nearly all children's plays written today, the above elements were evident to the exclusion of any variations."

In his study, Harris developed criteria for evaluating original children's plays. These evaluation criteria were based, on, among other things, an analysis of critical and creative literature in children's literature. Eleven criteria finally evolved and an original play was written, based on these points.

Developmental values found in selected children's plays was the subject of Hall's study. She found that "playwrights tend to present values accurately and strongly refute suggestions of negative values." Personal independence and ethical character are also emphasized.

Kottke's study is concerned with allowing a group of children to contribute to the writing of an original play under teacher-director supervision. Through the use of a play-acting game device, children showed a preference for clear action over dialogue; and from these games, characterizations, dialogue and action were incorporated into a formal play.

Techniques which playwrights use in writing plays for children were studied by Radliff. As most children's plays are adaptations from children's literature, she emphasized this technique in her investigation. Her conclusion was that generally "plays for children's theatre lack literary merit." Only adaptations based on three classics from children's literature were studied.

FANTASY, FOLKLORE, MYTHOLOGY

*Bacon (1950), Higgins (1965), Hedges (1968), W. Green (1969), Constant (1970), Oppenheimer (1970) and Owings (1971), are notable examples of investigators who have developed studies in the area of fantasy. Higgins' study critically analyzed five authors who wrote in the area of mystical fancy for children. From a study of these writers (MacDonald, Hudson, de Saint-Exupery, Tolkien and Lewis) he summarized that mystical fancy requires an "intuitively contemplative communion" with its readers and it "reaches for a hidden universal beyondness." Hedges investigated the use of the traditional form in children's literature. Superior works of juvenile literature representing the fable, myth, epic and romance were explored critically to ascertain how the authors used traditional forms to express various levels of complexity in meanings. His conclusion was that good children's literature is complex and intriguing enough to warrant the serious attention and study of both the writer and the critic.

W. Green's inquiry was concerned with Tolkien's The Hobbit and his other fiction. The author finds The Hobbit to be "essentially the world of heroic fiction and of Beowulf."

Although not specifically concerned with children's literature, Carsch's study will interest those involved with children's literature. This investigation is devoted to the question of the dimensions of meaning and value in fairy tales. He is concerned with "a description and analysis of specified aspects of fairy tales as a dimension of culture." For investigation, he selected Grimm's Kinden and [sic] Hausmärchen. He also related some of his findings to the character structure of German society.

FOREIGN LITERATURE

Although it is not an area which has received wide attention, studies dealing with children's literature in foreign countries have been done by *Hawkes (1933), Rood (1934), *Doniger (1939), Yasmin (1965), Preska (1969) and Stein (1970). (See also the study by Berman listed under "Poetry" in this paper.)

Hawkes' study traces the history of children's literature in Italy, including discussions of various important Italian authors. Children's literature in the Soviet Union as a method of social education was the subject of an early study done by Doniger. Yasmin surveyed the field of children's literature in Pakistan and made recommendations on ways and means of improving the status of children's literature in that country.

Also concerning herself with the Soviet Union, Preska analyzed "humanness as expressed in contemporary Soviet storybooks for preschoolers." Based on resources at the Library of Congress, she concluded: "It is difficult to distinguish contemporary Russian storybooks from any books representative of the children's literature produced in the technologically and educationally advanced countries of the world."

Rood's study analyzed twenty-four children's books representing seventeen different countries, including the United States, in an attempt to describe nationalist influence occurring in these selected books. She determined that nationalistic symbols tended to restrict the popularity of books at the international level.

HISTORICAL FICTION

A few students have addressed themselves to the area of historical fiction. They include *Van Norman (1942), Jacobs (1946) and *Henneberry (1954).

Jacobs' study centered on democratic acculturation in American children's historical fiction. Restricting his study to "outstanding historical fiction of American life written during approximately the first half of the twentieth century," he analyzed thirty-nine books selected from twelve authoritative selection lists. He found that this literature dealt primarily with periods of settlement and war; that northern geographical settings predominated; that settings were rural or small town with little reference made to city life;

and that women figures played a minor role in these books. The professional soldier was found to be the predominate character type.

FICTION AND SHORT STORIES

Although many dissertations which discuss fiction and short stories are described in this bibliography from various subject approaches, the following references are presented either as good examples of the study of the two genres themselves or as how the genres may be used with children and youth in recreational and learning situations. Recent dissertations which discuss fiction and short stories include those by Gloeckler (1969), Greenlaw (1970), Oyler (1970), Rea (1970), Fanselow (1971) and Noble (1971). The reader is referred to relevant dissertations on this topic contained in "The Reader and His Environment" section of this paper. Other sections also contain references to fiction and short stories and should be consulted by those interested in this subject.

HUMOR

Studies dealing with humor in children's literature have been contributed by Landau (1955), Berding (1965) and Monson (1966). Landau studied the relationship between social class status and ideas of humor expressed by sixth grade children after having read or heard selections from children's literature. Three social studies classes were examined with the rather surprising finding that middle-class children seemed more reticent in their reactions to humorous materials than either lower- or upper-class children. Berding, after investigating humor as a factor in children's literature written since the mid-nineteenth century, concluded by listing five criteria for a good humorous book. Included were: points on plot of related and dependent incidents, styles involving repetition, subtleties, originality and graphic descriptions.

Monson's study also discussed some of the same points as Landau's study, but their findings were not always similar. For example, Monson found that "there were few differences in the choices of categories of humor made by sex, intelligence, socioeconomic, and reading level groups."

MODERN JUVENILE PERIODICALS

De Roo's 1950 study analyzed nonfiction materials found in current juvenile periodicals in order to determine how adjustment problems of adolescents were treated. He concluded that the majority of adjustment problems discussed were not the problems of most concern to youth and that only about 18 percent of the articles written were done by personnel trained in psychology or guidance. Most of the articles appeared to have been written by free-lance writers.

Koste (1962) evaluated fourteen magazines currently published for children in the United States. She found that none of the magazines met all points of her criteria. In her study, she also included suggestions for improvements in juvenile periodicals.

The reader is also directed to several entries concerning the historical development of juvenile periodicals included in the "Historical Studies" section of this paper.

POETRY

Poetry studies in the areas of children's and adolescents' literature have been conducted by Mackintosh (1932), Stensland (1958), Riley (1963), Berman (1966), Bridge (1966), Nelms (1967), Erickson (1969), Langton (1970) and Faggiani (1971).

In her study of children's choices in poetry Mackintosh concluded:

> [In the] field of aesthetics, objective measurements have not yet been devised to check the operation of this factor in children's choice of poetry. [Only] minute bits of evidence give an idea of general trends or tendencies with regard to what constitutes value, but not for the individual or the isolated group.

Bridge also studied the poetry choices and reactions of children. Her main concern was to learn if poetry choices and reactions by children could be used "as determinants in enriching literary experience in the middle grades." She concluded that because children respond to so many aspects of so many different poems, poetry which is to enrich the literary experience of middle grade children must include the whole range of poetic expression.

In Nelms' study, 120 poems selected from high school textbooks and current publications were evaluated by sixteen sophomores in an effort to determine which characteristics of poetry appeal to high school students. Analysis of the results showed that these students preferred narrative poetry of topical interests but they had very little interest in poems dealing in lyric expression of mood or sensory impression. Poetry which was easy to comprehend was also selected as were poems dealing with "realistic, masculine, unusual, and youthful subject matters." Controversial modern poems were also rated high in interest.

Current issues in the teaching of poetry in secondary schools were investigated by Stensland. On the basis of her literature search, she developed some basic recommendations for teachers to follow in helping students better understand poetry.

Through an historical study of the development of perceptions concerning children expressed in poetry intended for children during the periods 1833-1850 and 1875-1890, Riley concluded that the poetry of the two periods reflected the overall perception of children common to both eras.

In an analysis and description of the poetry of the Russian children's poet Samuil Maršak, Berman relied on the computer as a tool of objective linguistic analysis. The study cited characteristics of the poet's sound system, vocabulary and grammatical structure.

HISTORY AND CRITICISM

AUTHOR STUDIES

Dissertations have been written on such individual authors of children's and adolescents' literature as Lois Lenski, Kenneth Grahame, J. D. Salinger

and Howard Pease. *Morse (1952)also studied the lives and writings of eight American authors of juvenile literature who flourished during the last half of the nineteenth century. Some other authors who wrote prior to the nineteenth century have been researched, but the nature of these dissertations is primarily historical and they are discussed in the "Historical Studies" section of this paper.

Ram (1958) studied the Lois Lenski literature from a sociological viewpoint and found that the Lenski material offered children an avenue for "greater cultural underatandings and better human relations." S. Taylor (1967), after having investigated themes in Grahame's The Wind in the Willows, declared that the work offered "a mine of universal themes to be uncovered, dug out, observed, and enjoyed by the probing literary miner."

Pickering (1968) and Symula (1969) concerned themselves with J. D. Salinger as their topic of interest. Pickering reviewed Salinger's work in an attempt to develop his contention that the author views man as an alienated being and it is this alienation theme which dominates his stories. Symula was more concerned with censorship in high school literature programs and used Salinger's The Catcher in the Rye as his point of departure. In his conclusion, he called upon English teachers to lead the fight against censorship in secondary literature programs.

Jennings (1969) investigated the children's works of Howard Pease. Through a series of personal interviews with Pease and other individuals associated with his career, the investigator attempted to construct a profile of how and why the talented writer creates a piece of literature. Recent dissertations on this topic include the following: Dimeo (1970), Donchak (1970), Johnson (1970), MacBride (1970), Swearingen (1970), Weinstein (1970), Barrick (1971), Blake (1971), Campenni (1971), Cooper (1971) Craig (1971), McVay (1971) and Murphy (1971).

LITERARY CRITICISM

Researchers who have contributed to the area of literary criticism in children's literature include *Husband (1930), Robb (1934), Petitt (1961), Georgiou (1963), R. Dale (1965), Kingston (1968), Clarke (1970) and Shohet (1971). Such a category as "Literary Criticism" should be recognized as an arbitrary category; many other studies which also treat literary criticism in some aspect are found throughout this paper under various headings (e.g., "Fantasy, Folklore, Mythology").

Robb's study concluded that the same standards of literary values which apply to adult literature must apply also to children's literature. She further determined that adult attitudes toward children and their literature have influenced the development of children's literature throughout history.

Kingston's investigation showed that the tragic mode as understood in adult literature is present in highly selective writings of children's literature. The author's original contention was that children should be exposed to this mode if they are to really understand the human condition.

Georgiou and Petitt both investigated elements of literary qualities found in certain areas of children's literature. Petitt studied literary

qualities in books for younger adolescents. She concluded that literature written especially for this group can exhibit elements of true literary qualities within limitations made inherent by audience immaturity. The Georgiou study sought to analyze the elements of literary quality in fictional works in children's classics and the Newbery Award books. He found that different elements of literary quality seem to be of relative importance depending on the book type. For example, in fantasy, theme was more important as a literary quality; in classics, theme and style were more important than in the Newbery Award books while character and plot were of greater importance in the Newbery Award books.

The nature of wholeness and fragmentation in selected prose fiction was probed by R. Dale. Eighty-eight percent of the books analyzed in her study failed to meet the standards of wholeness as defined by the study; although only 12 percent were fragmented in all criteria under investigation.

HISTORICAL STUDIES

Historical studies in children's and adolescents' literature have been conducted by Kiefer (1943), *Sloane (1953), Kennerly (1957), Darling (1960), Sanders (1965), Shaw (1966), A. Smith (1966), Palmer (1969), Moore (1969) and Patterson (1969).

The changing status of American children in colonial America and the early national period between 1700 and 1835 as revealed in juvenile literature was the subject of Kiefer's well-known historical study. She ably documented each transitional period from the stern theological views of the 1700s to the more relaxed moral and conduct codes of the 1830s.

Kennerly addressed her study to an investigation of Confederate juvenile imprints published during the period 1861-1865. She described and quoted from 150 books in three categories: textbooks, religious books and recreational books.

Trends in the reviewing and criticism of children's books in the post-Civil War period attracted the attention of Darling. His study demonstrated that children's books were an important part of book publishing during the years 1865-1881 and that contemporary periodicals of the day devoted considerable space to reviewing these titles.

Shaw conducted an historical survey of themes recurring in children's books published in the United States since 1850. Her study suggested that children's books were and are good reflectors of the social, economic and cultural climate of the times, both past and present.

The period 1658 to 1865 was the subject of Alice Smith's inquiry into the development of imaginative children's literature in England. From standard authoritative references, she compiled an annotated list of "landmarks" of the period and constructed a "union catalog of the holdings of the 'landmark' titles by fifteen institutional collections of rare books for children located in Illinois, Michigan, New York, Ohio, Wisconsin and Ontario." She concluded that these "landmarks" are extant and readily available for further scholarly investigation.

Early authors of children's literature have also received some attention by historians. Madame de Genlis' contribution and influence upon English children's literature was described by Sanders. Sanders claims that among other contributions, Madame de Genlis helped introduce the use of dialogue as a writing technique to English children's authors. Although treating children's literature incidentally, Palmer traces the literary career of Madame D'Aulnoy in England. He pays some attention to the influence of her fairy tales on the English literary scene. The influence of Rousseau's Émile upon late eighteenth century authors of children's books in England was the subject of Patterson's dissertation. She concluded that Roussear's Émile had an extensive influence on those writers. The popular liberal writer Anna Laetitia Barbauld received extensive treatment in Moore's study. The investigator noted that Barbauld's earliest juvenile work was "innovative in technique and possesses literary merit of its own."

The historical development of juvenile periodicals has been the subject of research by Merrill (1938), *Lyon (1942), *R. Miller (1951), Erisman (1966), Strohecker (1969) and Kelly (1970).

Merrill "traces the development of American secular juvenile magazines from 1789 to 1938 and shows that their content developed from religious and moral instruction to activity interests."

According to Erisman's study of the St. Nicholas Magazine, a realistic approach to the urban world in the areas of social, technical and biographical topics was presented during the period 1895-1905. However, the fiction of this period presents an ideal world of middle-class values. A study of selected children's authors of the period 1890-1915 also depicted an essentially humane world with little indication of social conflict.

Strohecker investigated juvenile periodicals from the years 1789-1826. He showed that the early nineteenth century saw a "change from the purely didactic editorial policy to one of instructive entertainment." During this time too, well-known authors began to contribute to the juvenile periodical field.

TOOLS AND TECHNIQUES

AUDIOVISUAL MEDIA AND LITERATURE

A number of studies have been done in the area of reading, literature and audiovisual media relationships. Unfortunately, few abstracts or copies of these studies were available for review. Those studies identified include *B. Smith (1938), *Lowdermilk (1939), *I. Cohen (1939), Sterner (1944), *O'Brien (1949), *Lyness (1950), *Siedzinski (1958), *Hannigan (1969) and Fasick (1970).

The Sterner dissertation investigated the radio, motion picture and reading interests of high school students of the 1940s. She found that interest and not the form of the medium determined adolescents' selections. Popular themes of the adolescents of the period were adventure, humor and love. She concluded that students tend to: "Unite the three interests easily in most media, combining several at one time, or turning from one to

another without any apparent realization of the difference in the means of communication."

BOOK LISTS AND REVIEW MEDIA

In their dissertations, *Eddings (1955), Goldstein (1956), *Sill (1956) and Galloway (1965) have surveyed book lists and review media in the field of children's and adolescents' literature. The principles involved in the construction of book lists for senior high school students were investigated by Goldstein. He identified twenty-four principles and theorized from empirical testing that should these principles be properly utilized, students' general reading activity and interests would be increased.

Galloway analyzed the extent and nature of juvenile book reviewing in selected journals and newspapers in the United States. Regarding their usefulness as selection aids for school libraries, she found that more descriptive and critical reviews are needed and more attention should be paid to reviews of other media.

Eddings' dissertation was concerned with review sources also; however, it was an evaluation of "a selected list of children's literature." Sill sought to determine the differences between adults and children in the process of reviewing the same books.

BIBLIOTHERAPY

Studies on bibliotherapy conducted by Herminghaus (1954), Mattera (1961), Livengood (1961) and Appleberry (1969) are worthy of note here. Mattera's main hypothesis that bibliotherapy may help sixth grade pupils face and solve personal problems of everyday living was supported in her study by certain evidence including the Bloomer Identification Figure Test; but it was not supported in the same study by results of the California Test of Personality. She suggested that because of the nature of the experimental group, this group was more selective than the standardization sample, thus making the test less valid for her purposes. Livengood experimented with the use of books in improving individual personality traits and interpersonal relations in a sixth grade which had displayed a history of undemocratic behavior. The experiment revealed that the class as a whole seemed to lose in good relations and democratic practices even after having been exposed to a carefully selected group of books; however, one-fifth of the children seemed to gain socially and seven-tenths of the group showed gains in personality traits.

Both Herminghaus and Appleberry concluded through empirical investigation that bibliotherapy can prove effective in social and personality development of elementary school children. Further investigation is undoubtedly needed in this area.

LINGUISTIC APPLICATIONS

The relationship of linguistic structure and children's literature has been investigated by Goforth (1966), Toothaker (1970), Bukovec (1971) and Strickland (1971). Goforth, in discussing the language patterns of selected children's books, found that the majority of the structural patterns used in

the books studied were infrequently used by first graders in oral language. Sequential spelling patterns and other linguistic questions were also examined.

The occurrence of eighteen rhetorical devices appearing in 100 randomly selected trade books for primary children was studied by Toothaker. The investigator found that the writers selected for study used these rhetorical devices frequently in order to enhance their writing. Most of the writers had mastered these devices and used them with clear intention.

READABILITY STUDIES

Readability studies in both children's books and children's drama have been developed by *L. R. Miller (1945), *Criese (1960), Adams (1962), Chathan (1967), C. Davis (1969), Babcock (1969) and Moir (1969). Miller studied the readability of the first twenty-five Newbery Award books while Chathan studied the readability of the Newbery Award books from 1945 to 1965. Chathan concluded that the majority of Newbery winners can be placed with students of fifth and sixth grade reading abilities.

Adams' investigation was concerned with the practicality of using the Flesch and the Dale-Chall readability formulas in estimating the comprehensibility of dialogue in plays for children. The overall conclusion of this study was that "existing readability formulas cannot alone predict the success an audience of children will have in understanding the performance of a play." Formulas do, however, provide a "reliable method of estimating age level of the audience for a play."

Selections appearing in Modern Language Association International Bibliography of Books and Articles for the years 1958-1967 were analyzed by Davis to determine if works "of literary merit could be found for students who lacked reading skills commensurate with their maturity." He applied the Yoakam Reading Formula to a random selection of these titles and found that literary works were available for such students.

The Moir study explored the relationship of styles of writing appearing in children's literature and the level of readavility of the material. One important conclusion of this study was that the great variations in complexity of styles among writers resulted in "inconsistent levels of readability by readers of similar ability."

THE RETARDED READER

*Bruning (1954), Sizemore (1962), Saporiti (1963), Beauchamp (1970) and Lathom (1970) have studied the problems of retarded readers. Sizemore discovered that among deviates in mental ability and educational attainment in the seventh and eighth grades, sex differences were most important in determining reading preferences. Boys read a greater variety of material while girls preferred romantic fiction. The most popular reading fare for both boys and girls was series books. Few contemporary titles were reported read.

Saporiti's study concerned itself with retarded readers at the tenth grade level. As a part of the investigation, a story was written by the investigator which aimed at including a low vocabulary but high interest level.

According to the Dale-Chall reading formula and the Flesch interest formula, both objectives were met.

STORYTELLING AND REAL ALOUD STUDIES

Storytelling and read-aloud activities have been studied by Cappa (1953), Abernethy (1964), Neill (1969), Porter (1969), Tom (1969) and Jones (1971). Cappa's study concerned the reaction of kindergarten children to books which were read to them by their teachers. Involving over 2,500 children and 443 books, Cappa found that simple "fanciful" books were preferred by his subjects over other types. Least liked by the children were nonsense tales.

Abernethy studied existing practices and principles of storytelling in the United States. The investigation gives a detailed outline of principles of storytelling applicable to language arts, speech and library science.

In an effort to determine if a read-aloud program conducted by high school students and aimed at middle grade children in the inner city could be effective, Porter designed a study using elementary students from forty-two classrooms in six schools in a midwestern city. The experimental group received an intensive read-aloud program based on a selective list of children's books for twenty weeks; the control group did not. From data collected and analyzed, the author concluded that a read-aloud program did increase reading achievement and interest in reading, especially at the fourth grade level.

Neill conducted an investigation on the effect of listening to and discussing stories about darkness on first grade children's fear of the dark. An experimental group and a control group were used in the study; from an analysis of the data gathered, it could not be determined that reading and discussing stories about darkness had any "significant effects on the attitudes of first grade children toward the dark."

In an effort to determine the types and quality of read-aloud selections made by teachers in middle grades, Tom sent questionnaires to 1,020 teachers in five states. On the basis of 582 teachers' replies, he concluded that most teachers value the read-aloud program and that good material is usually selected for this purpose. He noted, however, that teachers "need to know more about children's books and poetry [and] especially controversial materials."

THE WRITING AND ILLUSTRATING PROCESS

Studies by *Petersen (1949), *MacNann (1958) and Curtis (1968), as well as others, have considered the mechanics of writing and illustration of children's and adolescents' literature. Both Curtis and Petersen studied various aspects of the illustrating process involved in children's books. Petersen commented on various aspects of the graphic process used in illustrating children's books, while Curtis analyzed the relationship of illustration and text in picture books as indicated by the children's oral responses. He found that children responded more to books in verse than to any other factor. MacNann studied the creative process as related to certain authors who were engaged in writing books for children. The reader is also directed to dissertations discussed in the "Author Studies" section.

MISCELLANEOUS

In the miscellaneous category are included *Howard (1939), *Millard (1951), J. C. Dale (1954), Feltman (1954), Kauffman (1962) and Warthman (1970). Both Howard and Millard developed studies concerned with children's rhymes and rhyming games. J. C. Dale evaluated the prose fiction in the Epsteen Collection of children's literature at the University of Colorado. She found the collection to be a valuable record of "books offered to children in the late eighteenth through the nineteenth century."

Fictional works were studied by Feltman as sources of materials in vocational guidance. A conclusion of her study was that good fictional materials do exist for this purpose and should be utilized by professionals.

The role of the teacher as depicted in modern juvenile fiction was analyzed by Kauffman. The authors of the reviewed novels seemed to be aware of the changing role of the teacher and depicted teachers in their stories in a progressive role.

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